

Mounts Bay Academy Pupil Premium Impact Report 2016

Intervention	Number of pupils involved	Cost per pupil/course	Total cost (all pupils this school)	Barrier intervention is designed to remove	Impact on attendance for these pupils	Impact on progress for these pupils	Successful intervention (1-4)?	Next Steps & Recommendations
Leadership of disadvantaged strategies to oversee provisions are appropriate and effective	All disadvantaged students	Pro Rata Cost	£18,996	Low confidence and progress across all subjects.	Year 11 PP attendance = 90%	In 2017 the P8 gap was -0.51, reduced from -0.72 in 2016. This gap is predicted to narrow further in 2018.	4/4 - students in need of support now receive targeted intervention with a track record of impact.	Continue with specific leadership in this area, but widen it so that all heads of faculty and heads of year meet to discuss progress and impact of interventions on progress regularly.
Family Liaison Officer	All disadvantaged students	Full Time Post	£32,539	Low confidence and progress across all subjects.	Year 7 PP attendance = 92.2% Year 8 attendance = 91% Year 9 PP attendance = 91% Year 10 PP attendance = 92.2% Year 11 PP attendance = 90%	In 2017 the P8 gap was -0.51, reduced from -0.72 in 2016. This gap is predicted to narrow further in 2018.	4/4 - students in need of support now receive targeted intervention with a track record of impact that meet their emotional and social needs.	Continue with specific leadership in this area, but widen it so that all heads of faculty and heads of year meet to discuss progress and impact of interventions on progress regularly.
Numeracy Teachers x 2	50	Pro rata Cost @ 2 Days a week	£29,606	Low confidence and progress in mathematics.	Year 11 PP attendance = 90%	There was a significant 28% gap between PP and non PP students achieving a 4 or higher in Maths according to the 2017 examinations.	This intervention has allowed students to independently access resources. We still need to improve the engagement of some students. 2/4	This was not sufficient. It needs to be looked at in the context of parental engagement.
Literacy and Oracy intervention	50	Literacy and Oracy Co-Ordinator	30906	Low progress in English language/literature.	Year 7 PP attendance = 92.2%	Students have made significant increases in reading ages.	Statistically and anecdotally this was a positive intervention and will be continued into Year 8. 4/4	This intervention will be continued and is now established practice.
Library Co-ordinator	50	1 day a week	£8,252	Low progress in English language/literature.	Year 7 PP attendance = 92.2%	Students have made significant increases in reading ages.	Statistically and anecdotally this was a positive intervention and will be continued into Year 8. 4/4	This intervention will be continued and is now established practice.
Arts Award Teacher	25	1 Day a week	£6,404	Low confidence and progress across all subjects.	Year 7 PP attendance = 92.2% Year 8 attendance = 91% Year 9 PP attendance = 91% Year 10 PP attendance = 92.2% Year 11 PP attendance = 90%	Students have developed their cultural capital by studying for this award.	Students have developed their cultural capital by studying for this award. Many of them in Year 11 have gone on to complete the Gold award.	All PP students should become involved with this award to develop their cultural capital.
1:1 in English	Regularly with underachieving pupils.	Pro rata Cost @ 1 day a week	£18,062	Low progress in English language/literature.	Year 11 PP attendance = 90%	There was a significant 33% gap between PP and non PP students achieving a 4 or higher in English according to the 2017 examinations.	Student feedback very positive but impact could be wider if we had a teacher employed within the faculty with a remit for supporting underachieving disadvantaged students across the board. Y11 is often too late. 2/4	English should have flexibility in their staffing to enable this to continue, or an external provider could be brought in.
1:1 in Maths	Regularly with underachieving pupils. 3 Children in Care received regular tuition, as well as 7 Year 7 students and 10 Y11 students.	£15 per hour for tuition	£6,000	Low confidence and progress in mathematics.	Year 11 PP attendance = 90%	There was a significant 28% gap between PP and non PP students achieving a 4 or higher in Maths according to the 2017 examinations.	Student feedback very positive but impact could be wider if we had a teacher employed within the faculty with a remit for supporting underachieving disadvantaged students across the board. Y11 is often too late. 2/4	Maths should have a 1:1 teacher to come in for an agreed number of hours per week to work solely with disadvantaged students who are not making progress.
Careers advice and support	All Year 11 pupils, but specific 1:1 interviews for Pupil Premium students without a clear career path.	Careers Advisor (pro rata cost)	£7,561	Reduced aspirations.	Year 11 PP attendance = 90%	All PP students have had a one-to-one discussion with a careers advisor to explore and clarify post-16 options. They have subsequently completed applications for appropriate further education courses and have been supported to visit institutions offering these courses.	4/4 - Students who were identified as needing additional support re-engaged well and were more focused.	Evaluation of exam results. Earlier support for more students.
TA Support	All disadvantaged students	2 x Teaching Assistant	£22,000	Lack of appropriate and differentiated SEN support.	What is the 2016-17 attendance for PP & SEN students?	One-to-one support is necessary for all students to reach their potential.	2/4 SEN PP attainment was -0.47 for the 2017 Year 11 cohort compared with 0.04 for the Non PP SEN students and is an area for development.	SENCO to evaluate TA provision for SEN PP students.
Y11 Breakfast Club & Revision Clubs	5 Pupil Premium Students per day	5 Pupil Premium @ £2 per day. Approx 20 weeks = £200.00 per student.	£1,000.00	Poor attendance and punctuality. Little or no revision completed at home.	Of the pupils who regularly attend 67% have improved attendance. 1 improved by over 20%.	Attended all exams and most revision lessons. Awaiting GCSE results.	3/4 - Principle is effective but staffing for an hour a day (2 breakfast clubs - 8-8.30 and 8.30 - 9) not cost effective.	This should run next year in a different format. LSMs must target those pupils who have poor attendance. This should be combined with the Compass breakfast club.
Student support in the Compass .	All disadvantaged students	£140	£140	Low self esteem and reduced aspirations.	Improved attendance	Improved engagement	Access to guitar lessons. supporting CP student with anxiety and depression	Continue to support
ECDL/ITQ	37	£70	£2,590	Enough level 2 qualifications to progress to level 3 courses post-16	ECDL has been targeted at pupils who generally have below expected attendance in school. This is demonstrated with the comparable difference between the average attendance of this cohort from Aut 1 (93%) and Spring 2 (77.6%). ECDL has allowed the pupils to make progress despite their persistent absence.	Improved progress 8 score for whole school.	4/4. The impact is significant on pupils' progress 8 scores as well as their progression to further education.	This has had a huge impact on PP progress so should run again with targeted students. These students to be identified by the A+R team alongside the PP lead.

